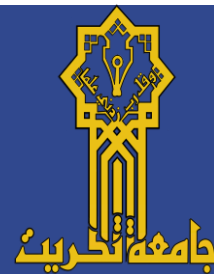


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The Identification of English Onomatopoeic Words by Iraq Undergraduate Students

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ABSTRACT

Onomatopoeia is a word which has the same pronunciation and spelling of the thing it describes in real life. The main problem of this study is that Onomatopoeic words can only be understood within the Context Which they are used. The Context is the only key to determine the real Meaning of Onomatopoeic words. This study aims to shed light on the grammatical features of Onomatopoeic words. It also examines the actual usage of Onomatopoeic words in English written discourse. This study is limited to the second years students in the translation department; College of Arts/university of Tikrit. This study hypothesizes that:

1. Foreign language students of English have difficulty in understanding.
2. The meaning of Onomatopoeic words in their own Language .
3. The meaning of Onomatopoeic words is derived from the contextual Meaning
4. Iraqi foreign language students cannot use the onomatopoeic words correctly in their writing.

The procedures of the Study are:

1. The researcher Constructs a T. Test.
2. The results of the test are analyzed Statistically.
3. The researcher draws conclusions-

In this study, the researcher chooses Ullman (1962) Model regarding the Onomatopoeia.

KEYWORDS

Onomatopoeia, Grammar, Meaning, Written Discourse, Context



1. Introduction:

Onomatopoeia contributes greatly in language such as English in term of meaning and sounds. It is a term to sign the creation of words which resemble sounds in real life. Onomatopoeia is the process of creating a word that phonetically imitates, resembles or suggest the sound that it describes. Most common Onomatopoeic words include animal noises such as: **buzz, roar and ink, meow** Examples:

- A. The dog always **growls** at Strangers 'makes a deep sound to show warning or anger.
- B. The lion **roared** give a loudly Continuing Sound.

Sometimes onomatopoeic words cannot seen in the sentences, such as an animal's sound. It has the problem of presence of the elements offering context. Thus, Onomatopoeic words can change the natural sentence. They add some information Example:

- C. A sheep walked up to me and uttered a plaintive **baa**.

2. The Theoretical Background:

Ullmann (1962:83) suggests that Onomatopoeia is one of the aspects of some works and is an important component of their styles. He remarks that:

"In the use of onomatopoeia as a stylistic device, the effect is based not so much on individual words as a judicious combination and modulation of sound values, which may be reinforced by such factors as alliteration, assonance and rhyme"

Schourup (1993:50) propose two claims on frequency of onomatopoeic words in English. First, onomatopoeic words in English occur as verbs; while onomatopoeic words in Japanese occur as manner adverbs. He presents five grammatical classes of English onomatopoeia: verbs, usages as quotations, nouns, gerundives, and adjectives:

- (1) The duck **quacked** (Verbs).
- (2) The road **zig-zagged** (Verbs).
- (3) The duck went **quack** (Quotations).
- (4). The ice-cream cone fell **splat** (Quotations).
- (5) with a **splat** (Nouns).
- (6). The **quacking** of a duck (Gerundives).
- (7) **Sleek** (Adjectives)(ibid).

Schourup (1993:50) mentions that verbal usage is the most frequent among these five usages. Tamori and Schourup (1999) is the most comprehensive study about grammatical features of English onomatopoeia. They describe the term onomatopoeia as follows: "[O]nomatopoeia, in the most general definition, is a word that imitates sound in the world, or is assumed as imitating it (gishi gishi, quack etc)". However, this term is usually used not only as a word indicating sound, but also as a word indicating manner of action or physical state.

Simpson (2004:67) says that onomatopoeia, which makes a bridge between style and content can occur in either a "lexical" or "non-lexical" form, though both "share the common property of being able to match up a sound with nonlinguistic correlate in the real world" He characterizes lexical onomatopoeia as:

"Lexical onomatopoeia draws upon recognized words in the language system, words like thud, crack, slurp and buzz, whose pronunciation enacts symbolically their referents outside language. Non-lexical onomatopoeia, by contrast, refers to clusters of sound which echo the world in a more unmediated way, without the intercession of linguistic structure" (ibid).

2.1. Classification of Onomatopoeia:

Ullman (1962:84) differentiates between two types of Onomatopoeic words:

1. Primary Onomatopoeia:

The primary onomatopoeia is the imitation of sound by sound. The sound is produced by the object itself such as (**hum, roar, crack, whiz**).

2. Secondary Onomatopoeia:

The secondary onomatopoeia is the sound that happens because of the relationship between the sound of an object and its movement (**dodder, quiver, slink, slither, squirm, and wriggle**) or depended on the movement only. This onomatopoeia obtains from actions.

Bredin (1996:2) admits that there are three types of onomatopoeic words:

1. Direct onomatopoeia: The denotation of a word is a class of sounds. The sound of the word looks like the sound that it names, such as (**moan hiss, whirr and buzz**). He also mentions that none of these words is like the sound that it denotes. There are higher and lower degrees of onomatopoeic words resemblance and the number of words which have a high degree of resemblance, is small such as hiss.

2. Associative Onomatopoeia: It happens when the sound of a word looks like a sound associated with whatever it is that the word denotes. Examples of this are (**smash cuckoo, bubble, and whip**).

No one of these words has a sound that looks like the objects that they denote Example cuckoo is bird's name, but its acoustic correspondence is to the song that it makes, not the bird itself (ibid).

3. Exemplary Onomatopoeia: Its basis depends on the amount and character of the physical work. It demands less effort than do sluggish. Also, their stopped consonants motivate a speaker to say them quickly. The last two words can be prolonged slowly and lazily. The word sound **nimble** does not look like anything that can be indicated by the word. It cannot match the idea related to it, since concepts have no sound Instead, the word sound instantiates or exemplifies nimbleness, because it is itself a nimble sound (Bredin,1996:1).

Rundgren (2015:3-5) registers five categories of onomatopoeic words according to how they are used:

1. Words related to water: These words begin with **sp-** or **dr-**. words that signal a small amount of liquid often end in **-le**. Examples: (**Sprinkle, Drizzle, Splash, Spray, Sprinkle**).

2. Words Related to The Voice: Sounds that come from the back of the throat start with a **gr-** sound whereas sounds that come out of the mouth through the lips, tongue and teeth begin with **mu** Examples: (**Giggle, Growl, Murmur, Mumble**).

3. Words Related to Collisions: Collisions may occur between two or more objects. Sounds which begin with **-l-** usually denote collisions between metal or glass objects. Words that end in **-ng** are sounds that reverberate. Words that begin with **th-** usually describe faint sounds like soft. This can be seen when heavy things hitting wood or earth. Examples: (**Clarp, Ding, Tyud**) (Rundgren, 2015: 4).

4. Words Related to Air: Air does not make a sound unless it blows through something. Therefore, these words can describe the sounds of air blowing by things or of things rushing by the air. Persons only use the air from their lungs and the position of lips, teeth and tongues to make audible words. Examples: (**Swoosh, Flutter, Swish**) (ibid).

5. Animal Sounds: Like people animals from other countries animals can speak different languages too. This is depending on where a chicken is from, e.g. she might Rundgren: (**Cluck-Cluck, Cot Cot or Bok-Bok**) Examples: (**Baa, Bark, Cluck**) (Rundgren, 2015:4-5).

2.2. Descriptions of the Most Onomatopoeic Words:

2.2.1. Murmur:

Takashi (2010:130) describes the functions of **murmur** functions as: verb, noun, and Gerundive as follow:

A. Verb: To make a low continuous sound; To complain or rein in low muttered tones; to give vent to an inarticulate discontent, to grumble. to utter (sounds, words) in a low voice and indistinctly".

B. Noun: Low continuous repeated sound; an instance of this is a dim spoken word or sentence; low inarticulate speech.

C. Gerundive: "The action of the v[er]b **murmur**" The majority of the grammatical class of **murmur** is **verb**.

(8) When she **murmured** against my lips, "Hold me tight... don't ever leave me..." I could fight no longer. (Takashi, 2010:131)

The second frequent class of **murmur** is **noun**.

(9) In the kitchen I heard the **murmur** of voices, and I knew they were back (ibid.134).

(c) **ed-suffixed adjective** as.

(10) Jack said, "You'll excuse Tom?". He is a man of habit likes his evening exercise. Hanan said, "He accompanied the loose handshake with a **murmured** hope they meet again sometime" (ibid.136).

2.2.2. Flap:

Takashi (2010:137) suggests that **flap** functions as: verb, noun, and gerundive. He describes the meaning of **flap** as:

A. Verb: To drive off or away; to hit with the flat of the wing.

B. Noun: The movement of something wide and loose as a wing; the noise which is produced by its motion.

C. Gerundive: It refers to the action of moving up and down. The action of working to and from something wide and loose.

(11) The blade are provided with **flapping**.

(12) At the Regatta Enclosure the musicians play from the barge, which has large **flaps** 70 feet (Takashi, 2010:142).

(13) His tie is **flapping** loose now.

2.2.3. Mutter:

Takashi (2010:145) finds that **mutter** functions as verb, noun, and gerundive. He points out to the meaning of **mutter** as:

A. Verb: To pronounce the speech in low tones, with the mouth nearly closed, to say with defective articulation in a lower tone.

B. Noun: A low indistinct utterance Also it may refer to the act of muttering.

C. Gerundive: "The action of the verb **mutter**".

The verb is the frequent grammatical class of **mutter**.

(14) He **muttered** loudly "there's four thousand at least" (ibid.145).

(15) Ali's low **muttering** is audible from the garden.

(16) She snatched up her baby and departed **muttering** sarcasms.

2.2.4. Crash:

According to Takashi (2010:149) **Crash** may function as: verb, noun, and adjective. He refers to the meaning of these grammatical classes as:

A. Verb: shiver, to break in pieces; to smash in pieces.

B. Noun: The loud sound as a hard body broken by violent harmony.

C. Adjective: Organized for an emergency.

The majority of the grammatical class is verb

(17) Her brother **crashed** at the foot of the stairs.

The second frequent class is **noun**.

(18) She heard a **crash** at seven o'clock yesterday.

The third grammatical class of **crash** is **adjective**.

(19) All of them were wearing **crash** helmets.

2.2.5. Dash:

Takashi (2010:157) suggests that the main functions of dash are verbs, nouns, ing-suffixed adjectives:

A. Verb: Fall, to smash, to strike with violence to break in pieces by stroke or collision.

B. Noun: Stroke, blow, impact, or collision a stroke made with a pen.

C. Ing-suffixed adjective:

(20) With a lost effort she screwed her leg and **dashed** into the hall (Takashi,2010:159).

The second most frequent class is ing-suffixed adjective as:

(21) There was support to the charm of the **dashing** (ibid.161).

2.2.6. Clash:

Clash may function as: verb, noun, and gerundive (Takashi 2010:163).

A. Verb: to come into noisy collision, to strike together with noise.

B. Noun: The sound of collision which is made by a stroke or blow, conflict, collision, and hostile encounter.

C. Gerundive: The action of the [clash.

The most frequent grammatical class of **clash** is **noun**.as

(22) The **clash** of the people in Samir's novel is over the Zoo of the future (ibid.:166).

The second frequent class of **clash** is **verb** as:

(23) Her deep blue dress **clashed** with the Queen's red and dress. c-**gerundive**, as:

(24) She talked about singing and music in churches, the **clashing** of the tambourines of the Salvation Army (Takashi,2010:168)

3. The Test:

Since the main objectives of this study is to identify the Onomatopoeic words and the difficulties they encountered when they use these words in their writing, the researcher conduct at test to investigate the ability of the students to recognize and product Onomatopoeic words in their writing to achieve the objectives of the study. The researcher adopts the following procedures:

A total sample of so students was selected randomly from the from the translation department/ college of Arts/ University of Tikrit: The Sample was consisted of (23) female and (27) male of students for the academic Year 2024 2025.

The researcher organized a T-Test. He divides the test in to pre-test and post-test to assess the performance of the students Each test continues for two weeks. The texts used in this study are taken from the book (Onomatopoeic words 111) The researcher uses these texts to determine the student's ability to recognize and produce the Onomatopoeic words. The test is consisted of four questions. All the questions are in the form of sentences except the last one which is in the form of a passage. The first two questions confirm the recognition level and the latter second question confirm the production level. (See appendix 1) Then the test is achieved.

The researcher calculates the mean score Statistically in both tests.

The researcher put one mark for each item. The correct answer is given one mark. The mean is" Computed by using the formula below: Mean (M) =

$$\text{Mean (M)} = \frac{\text{the sum of the scores } (\sum x)}{\text{the number of the testees (N)}}$$

Where

M = Mean.

\sum = the mathematical verb directing us.

To sum all the measurement.

N= the number of the students.

X= the score of the students.

The researcher applies this formula to find the levels of students.

This formula is applied to find out the levels of the students.

3.1. The Pre-test

The period of the pre-test is two weeks.

The students in the first week are given the first two questions in order to examine the recognition of the Onomatopoeic words. The researcher asks the students to answer them correctly. In the second week, the researcher asks the students to answer the second two questions to examine the student's ability to use these Onomatopoeic words in their writing.

The following table shows the results of the four questions in the pre-Test:

Table (1) The Scores that are given from the Pre-Test in the first two week

| Sample No. | Scores of the first week | Scores of the second week | Total scores |
|------------|--------------------------|---------------------------|--------------|
| 1 | 1 | 3 | |
| 2 | 0 | 1 | |
| 3 | 2 | 4 | |
| 4 | 0 | 2 | |
| 5 | 3 | 0 | |
| 6 | 0 | 1 | |
| 7 | 2 | 2 | |
| 8 | 4 | 0 | |
| 9 | 1 | 3 | |
| 10 | 1 | 1 | |
| 11 | 3 | 2 | |
| 12 | 2 | 0 | |
| 13 | 0 | 0 | |
| 14 | 5 | 4 | |
| 15 | 2 | 2 | |
| 16 | 1 | 1 | |
| 17 | 3 | 5 | |
| 18 | 2 | 2 | |
| 19 | 0 | 0 | |
| 20 | 4 | 1 | |
| 21 | 0 | 4 | |
| 22 | 1 | 2 | |
| 23 | 2 | 1 | |
| 24 | 0 | 3 | |
| 25 | 1 | 2 | |
| 26 | 3 | 0 | |
| 27 | 3 | 3 | |
| 28 | 2 | 0 | |
| 29 | 0 | 0 | |
| 30 | 1 | 2 | |
| 31 | 4 | 1 | |
| 32 | 2 | 3 | |
| 33 | 1 | 1 | |
| 34 | 0 | 0 | |
| 35 | 0 | 4 | |
| 36 | 3 | 3 | |
| 37 | 1 | 2 | |
| 38 | 4 | 1 | |
| 39 | 2 | 2 | |
| 40 | 0 | 0 | |
| 41 | 3 | 2 | |
| 42 | 2 | 1 | |
| 43 | 1 | 0 | |

| | | | |
|----|---|---|--|
| 44 | 2 | 1 | |
| 45 | 0 | 3 | |
| 46 | 0 | 2 | |
| 47 | 3 | 1 | |
| 48 | 1 | 0 | |
| 49 | 4 | 0 | |

The Researcher applies the formula above to discover the mean of the tastes for each Week.

Table (2) The real mean of the Scores obtained by using the Pre-Test.

| Weeks of the Pre-Test | Week 1 | Week 2 |
|-----------------------|--------|--------|
| The Mean | 1.72 | 1.62 |

The results shows that the student's awareness of Onomatopoeic words is very week.

3.2. The Post Test:

This test is consisted of two weeks. The researcher tries to explain the meaning of Onomatopoeic words. He gives the students general idea about this topic and mention the grammatical function of Onomatopoeic words and their Usage.

The researcher gives the students one hour to understand the items and ask the questions about these items. In the first weeks, the students are asked to answer the first two questions about Onomatopoeic words. Then after one week, the researcher asks the students to answer the other two questions.

The researcher observes that the... number of the Scores is higher than the first pre-test, The result can be Seen clearly in table (3).

Table (2) The Scores that are given from the post-Test in the first two week

| No. of the Sample | Scores of the first week | Scores of the second week | Total scores |
|-------------------|--------------------------|---------------------------|--------------|
| 1 | 4 | 5 | |
| 2 | 6 | 5 | |
| 3 | 5 | 6 | |
| 4 | 7 | 5 | |
| 5 | 5 | 6 | |
| 6 | 6 | 5 | |
| 7 | 8 | 6 | |
| 8 | 7 | 7 | |
| 9 | 5 | 6 | |
| 10 | 6 | 5 | |
| 11 | 7 | 6 | |
| 12 | 6 | 5 | |
| 13 | 9 | 7 | |
| 14 | 5 | 5 | |
| 15 | 6 | 6 | |
| 16 | 8 | 6 | |
| 17 | 5 | 6 | |
| 18 | 6 | 5 | |
| 19 | 7 | 8 | |
| 20 | 5 | 6 | |
| 21 | 7 | 5 | |
| 22 | 5 | 7 | |
| 23 | 8 | 9 | |
| 24 | 6 | 5 | |
| 25 | 5 | 6 | |
| 26 | 7 | 9 | |
| 27 | 5 | 5 | |
| 28 | 9 | 6 | |
| 29 | 5 | 7 | |

| | | | |
|----|---|---|--|
| 30 | 7 | 5 | |
| 31 | 6 | 6 | |
| 32 | 7 | 8 | |
| 33 | 5 | 7 | |
| 34 | 8 | 5 | |
| 35 | 5 | 7 | |
| 36 | 6 | 6 | |
| 37 | 5 | 6 | |
| 38 | 7 | 7 | |
| 39 | 7 | 5 | |
| 40 | 5 | 8 | |
| 41 | 6 | 6 | |
| 42 | 8 | 5 | |
| 43 | 7 | 6 | |
| 44 | 6 | 8 | |
| 45 | 6 | 5 | |
| 46 | 5 | 6 | |
| 47 | 7 | 7 | |
| 48 | 5 | 6 | |
| 49 | 5 | 8 | |

Table (4) The real mean of the Score. Obtained by using the Post-Test

| Weeks of the Post-Test | The First Week | The Second Week |
|------------------------|----------------|-----------------|
| The mean | 6.16 | 6.34 |

3. Analysis of The Results:

The results obtained from the pre-test and the post-test show that most of the students do not know the meaning of the Onomatopoeic words. They do not know. How to use it in their writing. The researcher observes that there is a difference between the mean of the pre-test and the mean of the post-test. This difference is happened because the students do not realize the function of the Onomatopoeic words and how these onomatopoeic words change the meaning of the sentence.

After taking a complete idea about the Onomatopoeic words, they become able to recognize them and use them in their writing. The following table shows the difference between the mean of the pre-Test and the mean of the post-test.

Table (5) The Mean of the pre-Test and the mean of the Post Test

| Weeks | Pre-Test | Post -Test |
|-------|----------|------------|
| Mean | 3.34 | 12.5 |

4. Discussion of The Results:

The results of the test show that:

1. Iraqi English language students face difficulty in understanding the meaning of Onomatopoeic words because they are unfamiliar with the semiotics of English language The subject is new for them-
2. Onomatopoeic words may function as verbs, and nouns in English.
3. Onomatopoeic words give more imagination and explanation when we use it within the Sentence than is indicated as a word alone.
4. Onomatopoeic word may be used to bring images, characters and senses to life.
5. Onomatopoeic words may convey feelings, emotions and senses properly.
6. Onomatopoeic words are neglected for many years. There is a lack of investigation to this subject.
7. Using Onomatopoeic words create emphasis in writing. They have readers senses. An effect.
8. Onomatopoeic words is one of the important linguistic parts of language. They are neglected for many years. Thus, they need further studies.

Appendix:

DIRECTIONS: Underline the onomatopoeia(s) in each sentence.

1. The bacon sizzled in the pan.
2. The shutters clattered against the side of the house.
3. Mary sighed and flopped down on her bed.
4. The baby burbled and smiled.
5. We heard the ding dong of the doorbell.
6. He caught the ball with a smack.
7. The paint oozed out of the tube.
8. Three wolves howled at the moon.
9. The baby chicks cheeped.
10. She speaks with a twang.
11. We could only get a trickle from the faucet.

Each of the words in the word bank is an onomatopoeia. Complete each sentence by writing a word from the word bank in the blank. Use each word only once.



1. The cat's _____ told me it was happy.
2. Jake made a big _____ when he jumped into the swimming pool.
3. The duck will _____ if it is hungry.
4. I laid in bed and listened to the thunder _____.
5. Suddenly she heard the _____ of a snake.
6. The lonesome _____ of the coyotes echoed through the hills.
7. My ice cream cone went _____ onto the sidewalk.
8. The _____ of the owl told him someone was coming.

C. fill in the blanks using appropriate onomatopoeic words from the options given in the box below. Look up the meanings of words you are not familiar with. Be sure to use the correct form for each word. Each word can be used only once.

| | | | | | | | | | | | |
|-------|------|-------|-------|--------|------|------|-------|--------|--------|-------|------|
| Quack | pant | sip | croak | rill | moo | snap | tweet | rumble | rustle | bleat | shoo |
| neigh | buzz | munch | bark | crunch | fizz | | | | | | |

Last weekend, we visited our uncle's farm in the countryside. He suggested a picnic at a nearby hillock. We hiked uphill, stepping on dried leaves that _____ and twigs that _____ under foot, our pet dog _____ alongside us. The picnic spot was near a small pond. We spread a sheet on the grass under a tree. It was lovely! You could hear the _____ of uncle's horses from the farm downhill, along with the _____ of cows and the _____ of sheep.

B. Fill each blank with an appropriate word chosen from the options given in the brackets.

1. The butterfly _____ over the flowers. (fluttered/ buzzed)
2. I could hear the _____ of the clock. (clicking / ticking)
3. A coconut fell from the tree, hitting the ground with a _____. (thud/splash)
4. You can hear the _____ of sparrows from my window. (bleating/ chirping)
5. The _____ of the sports bike drowned out all other sounds. (vroom / hum)
6. The children _____ through the puddles. (sizzled/ splashed)
7. The tiger _____ to scare the jackals away. (purred/ roared)
8. She _____ the coins and keys in her purse, (clinked/ jingled)
9. Sitting in his garden, he listened to the _____ of bees.(hissing/ buzzing)
10. We heard the _____ of owls all through at night. (croaking/ hooting)

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